

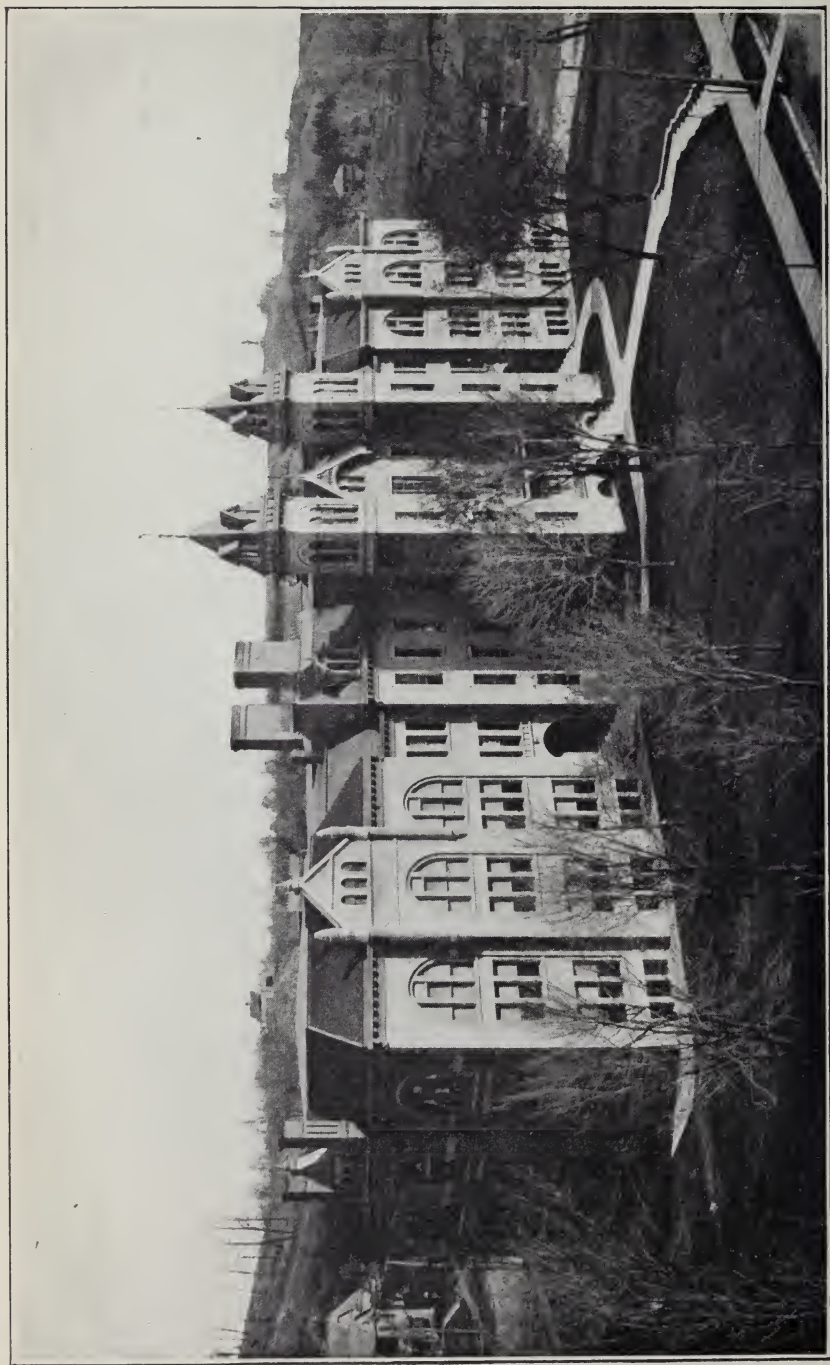
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State Normal School

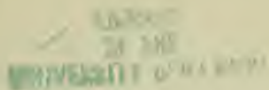
Mankato, Minnesota

1905

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STATE NORMAL SCHOOL, MANKATO, MINN



Thirty-Sixth Annual Catalogue

OF THE

STATE NORMAL SCHOOL

AT

Mankato, Minnesota

FOR THE

School Year 1904-1905

AND

Announcements for 1905-1906



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STATE NORMAL BOARD

HON. JOHN W. OLSEN, Superintendent of Public Instruction.

HON. C. A. MOREY, President. (Died September 26, 1904).

HON. ALVAH EASTMAN, President.

HON. J. W. OLSEN, ex-officio Secretary.....St. Paul

HON. H. L. BUCK, Resident Director.....Winona

HON. JOHN C. WISE, Resident Director.....Mankato

HON. ALVAH EASTMAN, Resident Director.....St. Cloud

HON. S. G. COMSTOCK, Resident Director.....Moorhead

HON. J. L. WASHBURN, Resident Director.....Duluth

HON. W. S. HAMMOND.....St. James

HON. ELL TORRANCE.....Minneapolis

HON. HOWARD DYKMAN.....Breckenridge

CALENDAR FOR 1905-1906

FALL TERM, 13 WEEKS.

Entrance examinations.....Tuesday, Sept. 5, 1905
Enrollment of students.....Tuesday morning, Sept. 5, 1905
Class-work begins.....Wednesday morning, Sept. 6, 1905
Fall term ends.....Wednesday noon, Nov. 29, 1905

WINTER TERM, 12 WEEKS.

Entrance examinations and enrollment of students.....
.....Tuesday morning, Dec. 5, 1905
Class work begins.....Wednesday morning, Dec. 6, 1905
Holiday vacation begins.....Friday noon, Dec. 22, 1905
Class work resumed.....Wednesday morning, Jan. 3, 1906
Winter term ends.....Friday noon, March 2, 1906

SPRING TERM, 13 WEEKS.

Entrance examinations and enrollment of students.....
.....Monday, March 12, 1906
Class work begins.....Tuesday morning, March 13, 1906
Spring term ends.....Thursday evening, June 7, 1906

The Elementary School will open on the days on which class-work begins in the Normal Department.

FACULTY

- CHARLES H. COOPER, A. M., President,
School Management and School Law.
- DEFRANSA A. SWANN,
Geography.
- ULYSSES O. COX, A. M.,
Biology. Curator of the Museum.
- FRED L. HOLTZ, A. M.,
Physical Science and Nature Study.
- ALICE VIRGINIA ROBBINS, Ph. M.,
Mathematics.
- FREDERICK LYLE SEARING, A. B.,
Latin.
- NELLIE LOUISE WOODBURY,
Reading and Rhetorical Work.
- JOHN A. HANCOCK, A. M.,
Psychology and General Method. Supervisor of Training School
Work.
- JEREMIAH S. YOUNG, Ph. D.,
History, Civics and Social Science.
- CHARLOTTE S. HUFF,
Music. (Absent on leave in Europe during the Winter and Spring.)
- MARY HARRINGTON-SCHWARZ,
Manual Training.
- MARGUERITE KNOWLTON, A. B.,
Literature and Composition.
- ELLEN C. DAVIS,
Mathematics.
- WILLIAM I. THOMAS, A. B.,
English Composition and Rhetoric.
- REBECCA F. COLYER, Ph. B.,
Grammar.
- KATE H. SPARROW,
Drawing and Penmanship.
- EDITH G. PECKER,
Physical Culture.
- CHARLOTTE PAULSEN,
Music. (Winter and Spring Terms).

The Elementary School and Training Department

JOHN A. HANCOCK, A. M., Director.

CAROLYN M. ROBBINS,

Principal of the Grammar Department.

LILIAN C. KLOSSNER, B. L.,

Assistant.

MINNIE SWEETLAND PARRY,

Principal of the Intermediate Department.

LOUISE CLARK,

Assistant and Teacher of Sewing.

S. LILIAN BLAISDELL,

Principal of the Primary Department.

LOUISA WILLSON,

Assistant.

MARTHA V. COLLINS,

Director of the Kindergarten.

ALICE WILLIAMS,

Assistant.

The special teachers of drawing, music, manual training, penmanship and physical culture in the Normal School supervise the teaching of their subjects in the Elementary School.

Officers of Administration

HON. JOHN C. WISE, Resident Director.

CHARLES H. COOPER, President.

ALICE N. FARR, Librarian.

AGNES CRESENCE GLOTZBACH,

Text-book Librarian, Secretary, and Purchasing Agent.

STATE NORMAL SCHOOL AT MANKATO

HISTORICAL SKETCH.

The school was opened in 1868, being the second normal school established by the state. The central portion of the present building was occupied in 1870—about one month before the first class was graduated. In 1893 the legislature appropriated \$50,000 for the enlargement of the building; it is now unsurpassed for pleasantness and adaptation to the purposes of normal school work. An appropriation of \$15,000 by the legislature of 1901 provided a heating system embodying the latest ideas of heating, ventilation and heat control.

The graduates of the school number nearly 1700, and several times this number have received in the school more or less preparation for the work of teaching.

THE PURPOSE AND PLAN OF THE SCHOOL.

The chief purpose of the school is special instruction in the Science and Art of Teaching; but, as in nearly all other normal schools in the country, a thorough system of academic instruction is at once the basis, and, to a large extent, the medium of professional instruction in the courses not designed for high school graduates. General culture and accurate scholarship are necessary to good teaching; but with this culture and scholarship the teacher must be trained in the principles that underlie his art and in the application of these principles to the practical work of the school.

The school comprises two departments, the Normal School proper and the Elementary School and Training Department.

The Elementary School includes a kindergarten, the usual eight grades below the high school, and a Review Class in which candidates who fail in their entrance examinations will be given an opportunity to make up the subjects in which they may be deficient, and students who wish to do so may review carefully the common branches before entering upon the work of the normal school.

The Normal School includes:

1. An English Course of five years.
2. A Latin Course of five years.
3. An Advanced Graduate Course of two years.
4. A Kindergarten Training Course of two years.
5. An Elementary Graduate Course of one year.
6. An Elementary Course of three years.

Diplomas are awarded to students who complete these courses, as follows: Courses 1, 2, 3, and 4 lead to the advanced diploma, which becomes a life certificate of the first grade on endorsement after two years of successful teaching. Course 5 leads to the elementary diploma for high school graduates, and course 6 to the elementary diploma; on endorsement, these become first grade certificates for five years and may be extended by re-endorsement. The particulars of the enactment of 1891 and the conditions of endorsement are given elsewhere in this catalogue.

THE ACADEMIC-PROFESSIONAL COURSES.

These courses, which have recently been greatly enriched, furnish a thorough academic training in the subjects usually included in high school courses. This training, being given by instructors chosen for their special fitness for the work of training teachers and with much experience in that work, who have in mind the future work of the students as practical teachers, naturally presents great advantages to those who intend to become teachers. The school has a good modern equipment of laboratories, library and museum. With this academic work is combined special professional training in psychology, the history and philosophy of education, school management, methods of teaching, with careful reviews of the common branches, observation of model teaching, and practice work under skilled supervision and criticism. Outline statements of these courses follow, with a description of the work in each department of instruction.

THE GRADUATE COURSES.

Students will be admitted to these courses who have completed a four-years course in a Minnesota state high school, or an equivalent course in another school of equal standing, subject to the conditions stated on page 10. To such the diploma of the Elementary Course is given at the end of one year, or the diploma of the Advanced Course at the end of two years, if they are able to meet the requirements established for graduation from these courses.



GENERAL LIBRARY.



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The advantages offered to those graduates of high schools and colleges who desire to teach are evident. The work is professional, including, first, theory as studied in psychology, the history and philosophy of education and general method; second, reviews of the common branches with special attention to the methods of teaching them; third, observation and teaching under the careful guidance of experienced training teachers in the Elementary School. This professional work is fully described later in this catalogue.

While the elementary graduate course (three terms) is still continued, it is earnestly advised that all enroll in the advanced graduate course (six terms). The superiority of this course is beyond question and is now generally recognized, and boards of education and superintendents in the more important towns of the state are coming to insist on this larger preparation for candidates for positions in their schools.

THE ELEMENTARY COURSE.

In 1899 the old three-years Elementary Course was abolished. It soon became evident, however, that a short course is necessary, especially for the rural school interests, and the Certificate Course was established in 1901. This course, while richer than the former one, did not draw back to the school the large class of rural teachers who came for the old course. Accordingly in 1903 the State Normal Board re-established the Elementary Course on the old basis, with opportunity during the first year for reviews and methods in the common branches. The elementary diploma is given to those who complete this course.

It is expected that many teachers in rural schools, and those who are looking forward to that work, will take advantage of this opportunity. Only experienced teachers or persons of considerable maturity will be enrolled for this course, and the minimum age is sixteen years.

Constant calls for teachers are made upon the school for which there are no suitable candidates, showing that there is a large demand at high wages for properly equipped teachers for the best rural schools receiving state aid. The Elementary Course is established to meet this demand at the urgent request of the county superintendents of the state.

Students who have completed this course will be admitted to the junior class of the English course, and will be able to secure the advanced diploma in two years.

CONDITIONS OF ADMISSION.

1. **To the First-Year Class.**—Persons holding state teachers' certificates of the second grade, complete or limited, will be admitted to this class without condition. Other applicants are required to present certificates from the State High School Board, or to pass examinations in the subjects of arithmetic, grammar, geography and United States history. They are expected to have a thorough knowledge of the subjects named as presented in the larger editions of the current leading modern textbooks.

In reading they are to show ability to read at sight intelligently and fluently ordinary easy prose and simple poetry; and in composition, the ability to write a simple essay or a letter correctly and in proper form.

Candidates who may be deficient in one subject will be admitted to do partial work in the Normal School, and will be given an opportunity to make up the deficiency in the Review Class. Candidates who fail in their entrance examinations may enter the Review Class if they so desire. For the tuition fee in that class, see "Expenses."

2. **To the Graduate Courses.**—A diploma from a reputable high school having a four-years course will admit to these courses, provided that the high school course has included the following subjects that are considered essential to the preparation of a teacher for work in the elementary schools: civics, United States history, one physical science (physics or chemistry) and one biological science (botany or zoology). In physics a full year's work is required; in each of the other subjects not less than a half-year's work. If these subjects have not been pursued in the high school, the student will be required to secure standings in them in the normal school before receiving his diploma. The student must also have studied physiology, but grade work in this subject is accepted.

A student who has taken three years or more of a four-years high school course may be admitted to these courses, but he will be required to complete the subjects of the fourth year, or their equivalents, in addition to the work of the graduate course, before a diploma is conferred upon him.

As the one-year graduate course is very full, students will not be allowed to make up more than one subject during the year except for special reasons; and only strong students are able to do this. It is better for a student deficient in more than one subject, and for one who works slowly, to register for the two years' course and thus secure the more thorough preparation without severe strain. Opportunity is offered in the Summer School to remove entrance conditions or to begin the work of the course.

3. **For Special Work.**—Persons holding teachers' certificates of the second grade who shall have taught in any public school in this state

with ability and success for the term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the president of the school that they are prepared to do the work with the regular classes in the subjects they may choose, and their choice is subject to the approval of the president. They must also present certificates from the superintendents under whom they have taught testifying to their success and fitness for the work of teaching.

4. **To Advanced Standing.**—Candidates may be admitted to advanced standing in any course after successful examination in the studies completed by the class, or on presentation of evidence showing their ability to do the work of the class.

Applicants desiring to enter upon records from other schools should present certified copies of these records at the time of entrance. Convenient blanks for this purpose will be furnished upon application.

Entrance examinations, wherever necessary, will occur on the days fixed in the calendar.

The first day of each term will be devoted to registration and classification. No one will be registered on any subsequent date for that term except for special reasons approved by the president.

Students will not be admitted to any class for less than one term without special permission from the president, and any student leaving school before the end of the term without permission will be recorded as having left dishonorably, and will not be readmitted.

First Grade State Certificates.—A first-grade state certificate, valid at the time of presentation, will entitle its holder to credit for a year's work on the three-years course or on a five-years course; provided (1) that the subjects to be credited shall be designated by the president in conference with the student, and (2) that the average of the certificate must not be less than seventy-five per cent. and that subjects in which the standings are less than seventy-five per cent. will not be credited, and the number of credits allowed will be proportionately reduced.

ADVANCED CREDITS AT UNIVERSITIES AND COLLEGES.

The University of Minnesota and the colleges of the state offer credits amounting to one year's work on the four years' college course to all graduates from the advanced courses of the State Normal Schools of Minnesota who shall bring certificates from the presidents of the schools showing their fitness for advanced standing. Other universities and colleges will undoubtedly give the same credits. This action will enable persons who may need to teach in order to meet the expenses of a college course to secure normal school diplomas, and the larger salaries that they

command, without spending more time on the combined course than will be required to secure college preparation in the ordinary way. High school graduates who intend ultimately to take a college or university course can now devote the additional year required to complete the advanced graduate course, and can thus secure the great professional advantages offered by that course without delaying their college graduation.

THE SUMMER SCHOOL.

A joint Summer Training School for six counties was held in the Normal School in 1903, and one for eight counties in 1904. In 1903 the enrollment was 364 of whom 222 persons secured normal credits; in 1904 the enrollment was 565, with 353 enrolled for normal work. A similar school will be held in 1905, beginning June 21, and continuing for six weeks.

The President is the conductor of the school, and the teachers are taken almost entirely from the normal school faculty. The school is really divided into two parts. 1. A normal session of six weeks in which the student takes two subjects, reciting twice a day in each, and may secure full normal credits for his work. These credits are accepted in place of examination for standings on state certificates; 2. A summer training school in which reviews in the common branches can be taken under the most favorable conditions.

The Summer School affords opportunity to enter upon normal courses, or to secure additional credits, at a season that could not otherwise be utilized for school work.

In 1904 normal courses were offered in arithmetic I., arithmetic II., grammar I., grammar II., geography, physiology, history I., history II., physical geography, civics, algebra I., algebra II., geometry I., geometry II., physics I., physics II., general method and music I.

A primary model school is held for four weeks under a competent teacher to give ample opportunity for observation by the teachers in attendance. Daily conferences are held by the teachers interested for the discussion of the problems connected with primary work.

WHY ATTEND THE NORMAL SCHOOL?

1. It opens the way directly to the more desirable positions. The normal school gives a training that fits directly for particular grades of work, and the supervisors come into such close personal touch with the students that they are able to estimate correctly their ability and fit-

ness for particular positions that may be open. Superintendents and school officers recognize this and apply with confidence to the school for such candidates as they may need; the school can thus put worthy students into the line of promotion. Even those students who do not stay to secure diplomas find that they can improve their salaries and their professional standing by study at a normal school.

2. The student finds at the normal school a complete school system from the kindergarten through the grades, where he may observe the different methods of fitting the various subjects to the children's needs and interests; various ways of presenting subjects and illustrating lessons; the means employed for securing good order and the proper spirit in the school room; the most approved plans for industrial occupations which may be adapted to various conditions.

3. In this elementary school the person who intends to teach may test his power to teach and to manage a class; he may discover his weak and his strong points, and may learn from his superiors how to fortify the weak ones and to make the most of those that are strong. During his period of teaching he gets daily and personal assistance in the problems of teaching and discipline. Many a first year failure is due to a lack of guidance during the first weeks of school work; six months of constant work under the expert training teachers of the normal school enables a beginner to enter a school of his own with confidence and to meet successfully the many hard problems that face him there.

4. The common branches are reviewed and extended not merely that the student may know more about them, but that he may know how to organize them, illustrate them, and fit them for teaching purposes.

5. Special attention is given throughout the work to the foundation principles of education. A good knowledge of these makes a teacher capable of adjusting himself to new and trying conditions, begets the progressive spirit, and helps more towards promotion than any other attainment.

6. An extensive professional and general library, which the student is trained to use, affords acquaintance with books and periodicals most helpful in every phase of school work.

7. The close association with successful teachers, the daily interchange of opinions with students representing many and varied stages in educational thought, and the opportunities for meeting and hearing prominent school men, add immeasurably to a teacher's enthusiasm and breadth of view.

COURSES OF STUDY

ADVANCED GRADUATE COURSE.

SENIOR CLASS.

Fall Term.	Winter Term.	Spring Term.
Teaching.	History of Education.	Philosophy of Educat'n.
Social Science.	Grammar (Advanced).	Literary Interpretation.
	Reading Methods.	Geography Review and
	History Review and	Methods.
	Methods.	School Economy.

JUNIOR CLASS.

Psychology I.	Psychology II.	Psychology III.
Manual Training.	Theme Writing.	Grammar Review and
Music Methods.	Drawing Methods.	Methods.
Nature Study.	Arithmetic Review and	General Method.
	Methods.	Observation.

KINDERGARTEN GRADUATE COURSE.

Two Years.

See "Department Work in Detail," page 31.

ELEMENTARY GRADUATE COURSE.

SECTION I.

Fall Term.	Winter Term.	Spring Term.
General Method.	Educational Psychology.	Geography Review and
Drawing Methods.	Reading Methods.	Methods.
Music Methods.	Teaching.	Grammar Review and
Arithmetic Review and		Methods.
Methods.		Nature Study.
Observation.		School Management

SECTION II.

Nature Study.	General Method.	Educational Psychology.
Grammar Review and	Arithmetic Review and	Reading Methods.
Methods.	Methods.	Teaching.
Music Methods.	Drawing Methods.	
Geography Review and	School Management.	
Methods.	Observation.	

Rhetorical class or society work, chorus practice, physical training and penmanship throughout all courses.

FIVE YEARS ADVANCED COURSES.

SENIOR CLASS.

Fall Term.	Winter Term.	Spring Term.
Teaching.	History of Education.	Philosophy of Educat'n.
Social Science.	Literature III.	Literature IV.
	Physiography.	Special Method.
	School Management.	Physiology.

JUNIOR CLASS.

Psychology I.	Psychology II.	Psychology III.
Civics.	General History II.	General History III.
General History I (E):	Theme Writing (E).	General Method.
Chemistry I. (E).	Chemistry II. (E).	Grammar Methods (L).
Literature I. (L).	Virgil (L).	
Virgil (L).		

THIRD YEAR CLASS.

Physics—Mechanics.	Physics—Electricity.	Physics—
Rhetoric.	Arithmetic I.	Heat, Light and Sound.
Literature I. (E).	Manual Training I.	Arithmetic II.
Solid Geometry (E).	Cicero (L).	Manual Training II.
Cicero (L).		Literature II., (E).
		Cicero (L).

SECOND YEAR CLASS.

Reading II.	Geometry I.	Geometry II.
American History I.(E).	Zoology II. (E).	Music II. (E).
Botany II. (E).	Grammar I. (E).	Grammar II. (E).
Zoology I., (E).	American Hist. II. (E)	Drawing II. (E).
Botany II. or Zoology	American Hist. I. (L).	American Hist. II. (L).
I. (L).	Zoology II. or Drawing	Botany I. (L).
English History (L).	II. (L).	Caesar (L).
Caesar (L).	Caesar (L).	

FIRST YEAR CLASS.

Algebra I.	Algebra II.	Algebra III.
Physical Geography.	Mathemat'l Geography.	Botany I. (E).
Eng. Composit'n I. (E).	Eng. Composit'n II. (E)	English History (E).
Reading I. (E).	Music I. (E).	Drawing I., (E).
Latin Lessons (L).	Latin Lessons (L).	Latin Lessons (L).
Music, I., (L).	Drawing I. (L).	Eng. Composition I. (L).
	(Algebra I.)	Reading I. (L).
		(Algebra II.)

ELEMENTARY COURSE.

THIRD YEAR CLASS.

Fall Term.	Winter Term.	Spring Term.
Physics—Mechanics.	Physics—Electricity.	Training School Work.
Rhetoric.	General Method.	Civics.
Geometry I.	Geometry II.	Literature II.
Literature I.	Educational Psychology. (Geometry I. or II.)	(Geometry I. or II.)
	(Geometry I.)	Physics—Heat, Light and Sound.

SECOND YEAR CLASS.

Algebra I.	Algebra II.	Algebra III.
Botany II. or Draw. II.	Reading II.	Botany I.
Zoology I.	Zoology II., or Drawing	Music II.
English History.	II.	American History II.
(American History I.)	American History I.	(Algebra II.)
	(American History II.)	
	(Algebra I.)	
	(Music II.)	

FIRST YEAR CLASS—SECTION I.

Arithmetic I.	Arithmetic II.	Physiology.
Physical Geography.	Mathemat'l Geography.	Grammar II.
Grammar I.	English Composition I.	English Composition II.
Drawing I.	Music I.	Reading I.

FIRST YEAR CLASS—SECTION II.

Arithmetic I.	Physical Geography.	Arithmetic II.
English Composition I.	English Composition II.	Mathemat'l Geography.
Physiology.	Grammar I.	Grammar II.
Music I.	Reading I.	Drawing I.

FIRST YEAR CLASS—SECTION III.

Grammar I.	Grammar II.	Physical Geography.
English Composition I.	Physiology.	English Composition II.
Mathemat'l Geography.	Arithmetic I.	Arithmetic II.
Reading I.	Drawing I.	Music I.
		(Arithmetic I.)
		(Grammar I.)

A limited number of experienced teachers may arrange, with the permission of the Faculty, to observe the work of the critic teachers in the Model School during the first two years.

Rhetorical class or society work, chorus practice, physical training and penmanship throughout the course.



MANUAL TRAINING SHOP.



ASSEMBLY ROOM.

LIBRARY
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DEPARTMENT WORK IN DETAIL

PSYCHOLOGY.

The work in psychology comprises two courses, a long course of 180 hours essentially the same for the Latin, English and Advanced Graduate classes, and a short course of 60 hours for the Elementary and the Elementary Graduate classes.

The short course and the first term's work of the long course are the same. Kirkpatrick's *Fundamentals of Child-Study* is the text-book. This is supplemented by lectures and readings. The arrangement of the work of the school makes it possible to give this short course each term of the year.

The second and third terms' work of the long course follow in the winter and spring terms. During the second term the problems raised during the preceding term are studied yet further. A great deal of use is made of Titchener's and James's works. The third term is given entirely to the study of special problems within the range of the students' ability.

The applied phases of the subject are given preference throughout the courses.

SCHOOL MANAGEMENT, GENERAL METHOD, OBSERVATION AND PRACTICE.

School Management and School Law.—These lines of work are taken up in this course: School hygiene, including lighting, heating, ventilation, school furniture, postures and physical exercises, the care of the eye, and contagious diseases; some of the important principles of school law; and a series of conferences on some of the practical phases of school management, including the various relations of the teacher, the programme, school organization, school incentives, and the social aspects of the work.

General Method.—This course and those grouped with it are intended to give the student some insight into educational theory and its application in the work of the school room.

Among the topics studied in the course in method are educational aims, ideals, motives, and forces; the relation of health, fatigue, growth, and development to schooling; play and playgrounds; moral and religious training; the recitation; and the organization and development of school subjects.

Observation.—This course is taken during the term immediately preceding the student's teaching in the Elementary School. It requires but forty-five minutes per day.

It is designed to give the student, first, some survey of the work of all of the grades; second, an opportunity to profit by listening to the teaching done by experts; third, time to make a detailed study of the work and to become acquainted with the children in the grade where he will teach during the following three months; fourth, an opportunity to see something of the relations of the work of this grade to that of other grades.

Teaching.—In immediate charge of each department of the Elementary School is an experienced principal. While retaining supervision, she gives each pupil-teacher full control of his room as soon as he shows himself competent. Time is taken daily by the principal and the pupil-teachers for planning the work. The teacher is encouraged to be resourceful in meeting the problems of the school room and grounds, and is given such criticism and suggestion as may be needed. All of this work, with the preparation for it, requires much of the student's time. Hence it is not often advisable for a student to attempt to carry more than one subject in the normal department while he is engaged in teaching.

While a brief period of a few days or weeks may sometimes show the utter unfitness of some for the work of teaching, three months are generally necessary to give ample opportunity to judge of the teaching ability of the student. In some cases two terms of observation work may be required, or even two of teaching. This depends, however, on the ability of the individual student.

Special Addresses to the Graduating Classes.—Addresses are given each year by some of the city and county superintendents of southern Minnesota. These have been helpful to the school in getting in better touch with the state public school work, and to the students in obtaining a better understanding of the conditions for which they are preparing. Effort is made to bring before the students for brief or more elaborate addresses, men and women who can instruct and inspire them.

ENGLISH GRAMMAR.

There are two courses in grammar, one pursued during two terms, the other, a course in review and methods, during one term.

First Term.—This term's work consists mainly in getting a clear knowledge of the fundamentals of modern grammar by a rather close study of the text book, Buehler's Modern English Grammar, and by analysis of connected prose.

Second Term.—The work of the first term is used as the basis of more difficult analysis, and a thorough study is made of Verbs.

Review and Methods.—This course consists in a clear and comprehensive review of grammar, with special reference to methods of teaching it. Barbour's History and Method of Teaching Grammar is used as a guide for the method work.

ENGLISH COMPOSITION.

This work is pursued during two terms of the first year by all students except those in the Latin course who take it for one term. The courses in composition and rhetoric are continuous and are a preparation for the courses in literature that come later.

Composition is taught on this basis, that writing is the communication of ideas and not the art of expression. The work is carried on along two lines—first, the natural interests of the students are discovered and developed, and second, their powers of sensation and perception are increased by reading and observation. The rhetorical principles are not taught and then illustrated, but they are worked out inductively from the student's actual written work.

The aim of the work is to get the students to write spontaneously. In order not to destroy this spontaneity by artificial criticisms the basis of the criticism is the effect on the person to whom the composition is written.

LITERATURE.

The following work or its equivalent will be required of students taking the English course. Students in the Latin course will take I, II, and III, and high school graduates will take IV. The needs of the particular classes govern the choice of materials for study. Selections will be made from the following lists:

I. **Essays.**—Bacon's Civil and Moral Essays; Addison's Sir Roger de Coverley Papers; Lamb's Essays of Elia; Macaulay's Warren Hastings; Ruskin's Modern Painters; Stevenson's Virginibus Puerisque; Emerson's The Superlative and Social Aims.

In this and in all other courses, the student must own the pamphlet studied.

II. **Poems and Novels.**—Selections from Pope, Burns, Wordsworth, Shelley, Byron, Bryant and Poe.

Scott's Ivanhoe and George Eliot's Silas Marner.

Frequent reference will be made to Pancoast's Introduction to English Literature.

III. **The Epic Poem and Drama.**—Chaucer's Prologue, and one of the Canterbury Tales; Arnold's Sohrab and Rustum; Spenser's Faerie Queene, Book I.; Milton's Paradise Lost, Book I.; Shakespeare's As You Like It, Richard III.; Sophocles's Antigone.

IV. The main purpose of this term's work is to make the student familiar with the material which is related to the work of the grades. Much time is devoted to the methods of presenting this material to the children in the grades.

Classic myths and hero tales such as the following are studied: Homer's Iliad; Hawthorne's Wonder Book; Dryden's Palamon and Arcite; Tennyson's Idylls of the King; Longfellow's Hiawatha and Tales of a Wayside Inn; the Robin Hood ballads.

Fairy stories, animal stories, nature writers and writers of short stories are studied.

READING.

The course in Reading aims to develop the student's power of thought-getting and thought-giving. No mechanical methods are employed and no show work is done. The endeavor is made to develop power of concentrated thought that will stimulate the student's imagination and emotions, causing a spontaneous response in voice and body. The student is thus led by progressive steps through a natural development to express his thought and feeling through his own individuality. His literary taste is cultivated, his imagination strengthened, and his personal power developed.

Valuable selections are committed to memory, scenes from Shakespeare and other dramatists are given, and the arts of story-telling and sight-reading are not forgotten.

Voice work and responsive work in gesture are given, some time being devoted daily to this kind of drill.

The course in methods, while it necessarily consists largely of drill in reading, includes also a presentation of the psychological principles upon which the teaching of expression is based and discussion of suitable reading material and supplementary reading for all grades, with story-telling and action work and the preparation and conducting of the reading lesson.

RHETORICAL WORK.

Rhetorical work of some kind is required of every student during his entire course. The school is divided into rhetorical classes which meet once in two weeks. Students whose rhetorical work is satisfactory are eligible for membership in the literary or debating societies, and satisfactory work in these societies make students eligible for membership in the Dramatic Club.

LATIN.

The Latin course covers four years of daily recitation and prepares the student to enter the State University. The aim of the first year is to acquire a thorough familiarity with the inflections and syntax together with a large vocabulary. At the same time attention is given to the study of derivatives. In the three following years there are read four books of Caesar, six orations of Cicero and six books of Virgil. During the second and third years a part of the time is spent in writing idiomatic Latin prose based upon Caesar and Cicero. Instruction is also given in the history of the times and in the organization of the Roman army and the Roman republic as well as in other collateral points. Virgil's Aeneid is read as a beautiful example of Latin literature. The work on this author includes scansion and mythology.

HISTORY.

The general aim is to present this subject so as to furnish material for the reason, cultivate the judgment, arouse the emotions and nerve the will. The following specific objects are kept constantly in view: (1). The selection of only such objects for treatment as are most significant and vital; (2) the use of the best materials in text and library to illustrate these subjects; (3) the employment of such methods with the prospective teachers as will realize the greatest effectiveness in the public schools of the state.

A text is followed as a guide in each course, but liberal use is made of the library. Topics are assigned, readings required, and oral and written reports made. The student in reading, comparing, and reporting the views of different authors is ultimately compelled to think for himself. In this way the learner's mind is not only informed, but is also trained to correct habits of study and thought.

An attempt is made to bring certain phases of geography and govern-

ment into proper relations with the work in history. The usual teaching devices are utilized. Outline maps are colored and charts examined and reproduced for the purpose of making the work as concrete and helpful as possible.

Mediaeval and Modern History.—A year's work is provided for students in the English course. The first term is given to the Mediaeval period; the remainder of the year to the Modern period. Students in the Latin course take the two terms which are devoted to the Modern period. Chief attention is given to feudalism, the empire and papacy, the new nations, the crusades, the renaissance, the reformation, the rise of Russia and Prussia, the struggle for colonial empire, the French revolution, and Europe since 1815, especially the formation of constitutional states based on nationality. Note is taken of the relation which European history sustains to the history of the New World, especially the United States.

English History.—Two leading purposes are held in view in the study of English history. The one is to acquaint the student with British national, political, social, industrial, and religious life, to cultivate a taste for English literature, and in general to lead to a comprehension of the growth of the English nation and to a due appreciation of the development of her institutions. The second purpose is to prepare the student for the intelligent study of early American history, as a right understanding of this history necessitates a pretty thorough knowledge of English institutions and customs.

United States History.—Particular attention is given to the steps leading to union, the formation and adoption of the constitution, the organization of the government, and the varying interpretations that have been given to the constitution by the different political parties.

Other subjects treated are internal improvements, tariff, finances, slavery, civil war, reconstruction, industrial development, suffrage, expansion, and foreign policies.

The work in this subject is so taught as to bear directly on the subject of civics.

Review and Methods in History.—In addition to a general review of United States history, it is the aim of this course to discover the educational value of history, its field, sources of information, selection and organization of facts, and the best method of teaching the subject. A good text on method in history is supplemented with references to the rich pedagogical literature of the subject which has appeared in magazines, journals and special reports during recent years. A course of historical study in the grades is discussed, the current text-books are examined and a suitable juvenile library is suggested.

History and Philosophy of Education.—The plan is to carry these two lines of work at the same time, as different phases of the same subject. The work includes something more than the study of the accounts,

merely, of the different educational movements of the past. It requires some study of the philosophies behind these movements, a general view of the history of the development of culture, and of social and industrial institutions. The more purely historical part of the work is based largely upon the outlines suggested in Kemp's History of Education. In addition to the work usually given in such a course some study is made of a few of the great educational classics, as The Great Didactic, Leonard and Gertrude, and the Emile.

CIVICS.

Constant attention is given to our federal state with its dual government—commonwealth and general. To this end the separation of powers is pointed out and emphasized, and the three distinctive types of local government carefully examined. The government of Minnesota here receives attention.

Emphasis is given to what government is, what it can do, and how it performs its functions. An attempt is made to arouse a lively civic conscience and to give a reasonable basis of knowledge for the statement that civic pride should reveal itself in the family, the school, the town, the city, the county, and the commonwealth, as well as in the United States.

Some practical lessons are given on parliamentary law in the debating club. Visits are made to the United States District Court, State District Court, Municipal Court, and county and city offices for first-hand information. Forms used by different offices are collected, examined, and explained.

SOCIAL SCIENCE.

This course is for Seniors. Students should not elect this work before they have finished the courses in psychology, history, and civics.

It is the object of the course to introduce the student to the structure of society, and to the forces that operate to develop or destroy social customs and institutions. The social function of the public school and the corresponding obligations of the teacher receive special attention.

ELEMENTARY SCIENCE.

Elementary Science, or Nature Study, is nowadays generally taught in the grades. The aim of this course is to indicate to the future teacher such matter as is suitable for nature study in schools, and also to give the methods of presenting the same in different grades.

The educational value of nature study is discussed in this course. Matter for lessons is suggested and arranged according to the grade requirements, and according to the seasons. Useful hints are given on collecting and preserving material for illustration. Supplementary nature literature is examined and discussed. A list of the best nature books is given. The nature work in the Elementary School is observed, and students are required to plan and present model lessons.

The student not only studies the methods of teaching nature study, but also studies nature itself. He is required to collect insects, flowers, weeds, grasses, minerals, etc., and to study them. The object of this is to get the student to make personal observations rather than to obtain his information from books. The student makes outdoor observations on bird and other animal life, studies of trees, field study of geological features, etc. The naturalist's rather than the laboratory method is employed in this work. The students are also required to devise simple apparatus for physical and chemical experiments to show that elaborate apparatus is not necessary for the teaching of the elementary facts in these subjects.

PHYSICAL SCIENCE.

Physics.—This subject is given to students of the advanced courses during the whole of their third year. The work is divided into three parts: mechanics; electricity and magnetism; heat, light and sound. Two terms are required of students in the elementary course. Carhart & Chute's Physics is the text used. This is supplemented by laboratory work by the student. The laboratory exercises are mainly quantitative, and designed to demonstrate the principles studied in the text. Adams' Laboratory Manual is used. Many illustrative experiments are performed by the instructor in the class room.

The school has a good supply of apparatus for demonstrations and laboratory work. The class room has a demonstration table with gas and water conveniences. The laboratories are wired for the city electric current, making it possible to perform experiments in electricity and magnetism, and also to project many experiments and illustrations on a screen by means of the projecting lantern.



KINDERGARTEN.



GRAMMAR SCHOOL CLASS ROOM



PRIMARY CLASS ROOM

The department library (in the general library) has many excellent reference books, and the reading table is supplied with such scientific papers as *Popular Science Monthly*, *Science*, *Scientific American*, *Scientific American Supplement*, *School Science and Mathematics*, and *Popular Mechanics*.

Chemistry.—Two terms are required in the Junior year of the English course. The work comprises the study of general inorganic chemistry and some qualitative analysis. The text-book used is Newell's *Descriptive Chemistry*. The student spends about half the time in the laboratory.

BIOLOGY.

The biological laboratory is fully equipped with the necessary modern furniture and apparatus for normal school work. There is a wall table on three sides of the room, above which are cases for the microscopes, other apparatus, and the reagents. There are three tables distributed through the central portion of the room, two of which are divided into desks for students, while the other is fitted with a sink, water, gas, reagent shelves and an aquarium. There are forty-five individual desks each fitted with dissecting and other apparatus, and protected by a lock.

In direct connection with the laboratory is a smaller room which is used as an office, an apparatus room and the department library. In one corner of this room is a double dark room, fully equipped with sink, water, and other necessities for photographic work. A third room is used exclusively for class and demonstration work. In an alcove of the latter room are several cases in which are kept the anatomical models, skeletons, charts, and physiological apparatus. The class room is further equipped with an arc light stereopticon and a large number of lantern slides, which are used almost daily in the class work.

The purpose of the biological work in the normal school is not so much to teach anatomical facts as the habits of living organisms, hence morphology is studied only as a means of explaining function and general relationships. In fact, the work of this department is what might be called advanced nature study, which grade of work seems best fitted to train those who are to teach in the elementary schools. Independent observation is constantly required, and frequent excursions are made into the fields to observe plants and animals under natural conditions.

Zoology.—The growing demand for teachers who can teach nature study in the grades has made it necessary that more attention be given to the study of zoology. The course in zoology continues through two terms and two periods a day are required, one in the laboratory and the

other in the class room. English course students take all the zoology that is offered; Latin course students may choose either the botany or the zoology; elementary course students are required to take one term's work in zoology, but may choose either a second term in botany or a second term in zoology.

The first term's work deals with the invertebrates. In the laboratory the following animals are carefully studied as types: One or two individuals from each of the four groups of protozoa, fresh and salt water sponges, hydra, jelly-fish, sea-anemone, coral, trematode, planaria, tapeworm, gordius, trichina, star-fish, sea-urchin, a holothurian, a rotifer, angle-worm, leech, cray-fish, several different types of insects, a spider, a clam, and a snail.

The vertebrates are studied the second term. After a brief consideration of the intermediate types (balanoglossus, ascidians and amphioxus), a fish, a frog, a reptile, a bird, and a mammal are dissected. The dissection of each type is followed by a systematic study of the group and each student is required to identify twenty or more different species.

Considerable reference work is required, and each student is assigned a special topic for investigation, on which he writes a thesis. So far as possible the subjects for these theses are such as will require observation of the living animals. Each student is expected to do a certain amount of field work.

The chief text books used are Parker and Haswell's Manual, Needham's Laboratory Guide, Comstock's Manual of Insects, Pratt's Invertebrate Zoology and Jordan's Manual of Vertebrates. The department library contains a large number of pamphlets on various subjects, which are in constant use.

Physiology.—One term's work in physiology is required in each of the courses. The topical and reference method is followed mainly, but Martin's The Human Body, advanced course, is used as a guide. Regular laboratory and experimental work is required, for which the school has a good collection of models, skeletons, microscopical slides, charts, and some of the simpler pieces of apparatus. Each student is assigned a special topic for investigation.

Botany.—The course in botany continues through two terms. Students in the English course take all the work offered in botany, those in the Latin course may elect either the botany or the zoology, and those in Elementary course will be required to take one term of botany, but may elect either a second term in botany or a second term in zoology. One term of the botany work is offered in the spring term and the other in the fall.

The spring term's work deals with the Spermaphytes or seed plants. The work begins with a study of seeds and their structure, and follows with that of germination, roots, stems, buds, leaves, and flowers. Nu-

merous experiments are made to illustrate the physiology of plants. To supplement the laboratory work each student is expected to collect, identify and arrange in a neat herbarium at least fifty species of indigenous plants.

In the fall term's work the non-flowering plants are considered. Each group is studied as carefully as the time will permit, and some attention is given to the economic features of bacteria and fungi.

The conditions under which plants grow, their grouping into societies, and means of dispersal, are important features of all the work in botany. In both terms' work one period a day is required in the laboratory and one in the class room. Frequent field excursions are made.

For the laboratory work the students generally follow mimeographed sheets, which are made out by the teacher, and for the systematic work Gray's Manual is used. The library of the department is equipped with the standard texts and reference books, and a large number of pamphlets, which are constantly used by the students.

MUSEUM.

The museum is a very necessary accompaniment to the work in biology, physiology, chemistry, and nature study. Ours contains already about 300 specimens of mounted birds, besides about 600 skins; a series of the more common Minnesota mammals; a fair collection of batrachians and reptiles; more than 4,000 specimens of fishes, and 1,500 rocks and minerals. The room which is used for museum purposes is the one formerly known as the assembly room. It is large, well lighted, and is located on the third floor, just between the apartments devoted to biology and those of physics and chemistry, an arrangement which is very convenient. A large collection of specimens of coral from the Philippine islands was recently secured through the kindness of the Minnesota Academy of Natural Science.

GEOGRAPHY.

The facts of Geography are so manifold that they cannot be taught in detail in the limited time devoted to the subject; hence our plan is to select from the vast number of topics those best calculated to discipline the mind, and to build up clear notions of the relation existing between physical conditions and the life and growth of the nations.

The work is confined to thorough discussions of topics which will

serve as types of further study, and they are preserved in such a manner as to lead students to acquire proper methods of teaching the subject.

The course in Geography comprises:

1. A thorough course in Mathematical Geography.
2. Physical Geography.
3. Detailed study of North America as a type of other continental studies.

The student is also made familiar with the latest and most improved devices used as aids in teaching the subject, and for this end the school is well equipped. It has excellent maps, globes, a fine collection of geographical literature, and many specimens of productions.

Physiography.—One term is given to this subject in the fifth year of the English and Latin courses. LeConte's Elements of Geology is the chief text, but numerous reference books are used. Frequent field excursions are a required part of the work. Each student is expected to construct numerous field maps and to make a collection of the common rocks of the region. The Normal School is well equipped with geological specimens and the surrounding bluffs afford excellent opportunities for the study of the subject.

MATHEMATICS.

Arithmetic.—In the English and Latin courses two terms are given to this branch of mathematics, in the third year. In the Graduate courses one term is given. Thus arithmetic is not taken until the completion of both algebra and geometry, giving the student opportunity to investigate the subject in a broad way with all the aid the higher branches bring to such a review. While the work consists of the subject-matter in a large degree, yet the best way to teach the subject is kept constantly in mind.

In the Elementary course this subject is taken during the first year.

Algebra.—Three terms are given to algebra. The first term's work extends to simple simultaneous equations, the second to quadratics. The third is spent on the remaining topics and a careful review of the entire subject. Special attention is given to factoring, the formation and use of algebraic formulas, and the nature and solution of the equation.

Durell and Robbins's Elements of Algebra is the text book used.

Geometry.—Two terms are given to plane and one to solid geometry. It is the aim of the work to train the pupil to think and reason for himself, to grasp and prove any simple geometrical truth, and to give clear and definite expression to his thought. Much time is spent on the theorems and problems for original work.

Phillips and Fisher's Geometry is the text book in the hands of the pupils.

MUSIC.

The work in this department has for its direct object the preparation of our students to teach music in the public schools. In the English and Elementary courses one term is given to the theory of music in the first year and one term to theory and methods in the second year.

Theory of music, as presented in the first term's work, deals with elementary musical instruction, including voice-placing, tone-production, ear-training, and sight-reading. The work of the second term in theory and methods involves the subjects of the first term's instruction from the standpoint of a teacher. The best methods of teaching music in the public schools are taught, with observation and practice in the Elementary School under the supervision of the music teacher. Daily drill is given in chorus work, attendance at the chorus period being required of the entire student body excepting those who are serving as pupil-teachers.

The Glee Club is among the most successful and popular organizations of the school. It serves as a goal for the ambitious talent of the class room, and lends itself strongly to the social element of school life.

DRAWING.

The course in Drawing has been planned to give the students a knowledge of the different lines of the subject adaptable to school work, with the best methods of presentation and development. It is the aim to give a thorough drill in outline drawing during the first term's work that the fundamental principles may be established; to familiarize the students with the characteristics of the art of the ancients and with the work of modern painters.

The second term includes work in perspective, mechanical drawing, design, color, charcoal, figure and out-of-door sketching.

Advanced work is given to students desiring further study or for the benefit of those who may wish to make a specialty of drawing.

During the term of teaching in the Elementary School practice is given either in teaching drawing, or in assisting, under the direct supervision of the art instructor.

MANUAL TRAINING.

Convenient rooms, well lighted and ventilated, have been equipped with the best tools and benches suitable for shop work.

Students in the five-years courses give an hour daily during two terms to shop work; those in the two-years graduate courses an hour daily during one term. Their work includes the study, care and use of tools and materials, simple designing, chip carving, whittling, drawing, and construction work such as will lekely meet the needs of the schools of the state. Classes are organized as needed in sewing, weaving and basketry.

The adaptation of the work to the mental and physical ability of children is given especial attention.

PHYSICAL CULTURE.

Physical culture is recognized by educators everywhere as an important factor in education. The highest development of the student demands that the training of the body go hand in hand with the culture of the mind.

The course consists of exercises based primarily on the Emerson system, but including the Ling, Delsarte, and German systems combined and adapted to the need of the pupils. In addition to this students are given drills in wands, dumb bells, indian clubs, bounding balls, marching tactics, and fancy steps. Once a week the school meets in a body for work in marching calisthenics. No special gymnasium suit is required, but the dress worn must allow perfect freedom of motion to all parts of the body.

Classes in methods are given talks on hygiene and on the laws and principles underlying physical culture; they are also carefully drilled on graded exercises, marches, and games, suitable for use in public schools. Pupil teachers are required to teach this subject during their work in the Elementary School.

During the fall and spring foot-ball and basket-ball teams are organized among the young men, and basket-ball or indoor-base-ball teams among the young women of the school. These teams challenge and accept challenges from similar teams of other schools.

KINDERGARTEN TRAINING COURSE

The Kindergarten Training Course offers a thorough preparation for both kindergarten and primary work. It covers a period of two years and holds equal rank with the advanced graduate course of the Normal Department. Aside from instruction in the principles and practices of the kindergarten, this course includes the work in psychology, child-study, history of education, music, and drawing given in the Normal School.

It also includes the same amount of practice teaching in the primary grades as is required of those who prepare solely for primary work.

It furnishes abundant opportunity for child study and gives an especially appropriate training to those who will have charge of children, whether as kindergartners or as regular teachers. The rapidly increasing demand for kindergartners and for primary teachers with a kindergarten training seems likely to make this department a popular one.

The requirements for admission are the same as for the regular advanced graduate course. Graduates of other courses may complete the work in a shorter time than those without normal training. The tuition is \$10 per term.

The work in psychology, history of education, music, drawing, nature study and physical culture is done in the Normal Department under the direction of the special teachers in charge of these subjects. This work is accomplished as largely as possible during the first year of the course that the student may find time for practice teaching during the second year. Except in rare cases, no teaching is allowed until the beginning of the second year. Throughout both years a study of kindergarten theory and practice is pursued under the guidance of the teacher in this department. Here Froebel's views regarding the nature of the child, its manner of development, and the appropriate stimulation thereto, are studied and compared with modern views of these subjects. The greater portion of Froebel's writings, together with those of his most able interpreters, are used as texts or references. In addition a large list of books and selected articles from magazines are read and reviewed or discussed in class. The use of music, stories, pictures, materials, and plays and games, as educational factors, receives much attention and is fully illustrated in the Kindergarten.

An outline of the course follows, the numbers denoting the number of hours devoted to each subject:

First Year.

Psychology and Child Study..	180
Literary Interpretation.....	60
Reading	60
Drawing	60
Vocal Music,	60
Elementary Science	60
Manual Training	60
Study of the Educational Principles and Practice applicable to early childhood (Kindergarten Theory.)	180
Chorus Singing and Physical Culture throughout the year.	

Second Year.

Philosophy of Education and Ethics	60
History of Education	60
Social Science	60
Primary Methods	60
Plan Making and Discussion of Practical work, approximately	180
Observation or Practice Teaching in the Kindergarten and Primary Departments during two or three hours of each day throughout the year.	
Physical Culture throughout year.	

THE ELEMENTARY SCHOOL

This Department with its three hundred children enrolled includes grades from the kindergarten to the eighth and review grades. The school is organized in four groups, the kindergarten, the primary, the intermediate, and the grammar. In immediate charge are the director and four principals with four assistants, all equipped for their duties by long experience and special training. These instructors supervise and direct the teaching done by the students of the Normal Department and teach a number of classes daily.

Each student before teaching has done, in addition to his academic work and the review of the common branches, at least a term's work in psychology, one in the theory of education, and one in the direct observation of the teaching done by the regular staff and in the discussion of the recitation. This gives the pupil-teacher a substantial basis for his school-room work, viz: a working knowledge, first, of children; second, of the best current theory of the work of a school and of the relations of each part of this work to the whole; third, an immediate knowledge of the work in the grades in the building and of the work to be taken up when he teaches, as well as an acquaintance with the children to be entrusted to his care.

The continuity of the work of the school is carefully preserved by the supervision of the director, the principals and the assistants. Each pupil-teacher is required after a general outline is given to plan the work daily in detail and to submit these plans for criticism and amendment. The instructors are sympathetic and tactful and give counsel as needed, and the greater part of the teaching is in the presence of some one of them. The quality of the teaching is not allowed to deteriorate; careless work is not permitted; enthusiasm, freshness, vigor and high ideals characterize the work done by the pupil-teachers, whose training makes them effective and desirable teachers.

The course of study makes it possible to take advantage of the best current ideas on education. Personal attention is given to children deficient in one or more subjects. The children have access daily to a library on their floor. This library contains 7,000 volumes, including a large number carefully selected for children. The best text-books are furnished at a nominal rental. Tuition is free below the fifth grade.

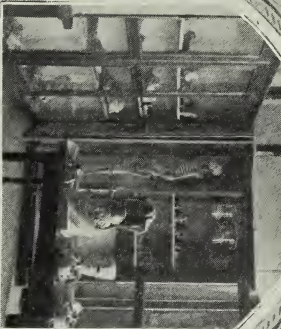
Among the special advantages of the school may be mentioned the following:

1. **Sewing.**—A scientific course in sewing is given to the girls of the school from the fifth to the eighth grades inclusive.

This gives a practical knowledge of the principles of plain sewing, including drafting and the fitting and making of garments. The different kinds of stitches, hems, seams, patching, darning, mending, making



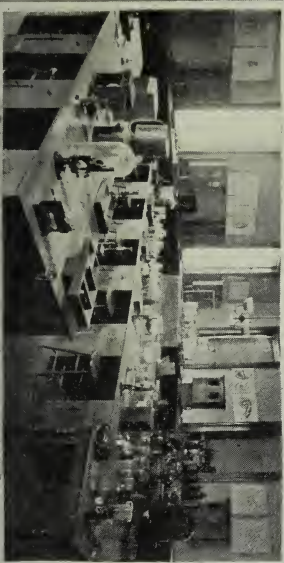
MUSEUM



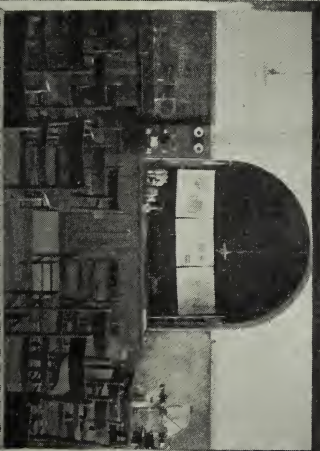
PHYSIOLOGICAL APPARATUS



CHEMICAL LABORATORY.



BIOLOGICAL LABORATORY.



PHYSICAL SCIENCE CLASS ROOMS.

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

button holes, and the sewing on of fastenings are taught first. Then follows the application of these in various ways.

The importance of this subject is seen at once when it is realized that only one girl in four has obtained any knowledge of such work in the home training.

2. **Industrial Work.** This is a special feature of the primary department, but all of the children receive two or more lessons each week with tools, or in the simple household or commercial industries. For children in the grades manual training and domestic economy are as valuable for one child as another. More than any other school study they develop the power to plan for the accomplishment of a definite purpose, for the adaptation of ways and means to secure a desired result. This alone is a very important mental training and includes training in habits of accuracy, close observation and selection of facts bearing on the work in hand. Many school subjects relate to these fields, e. g., arithmetic, geography, art work, and language training. A knowledge of those tools likely to be of general service, together with facility in their use, is secured.

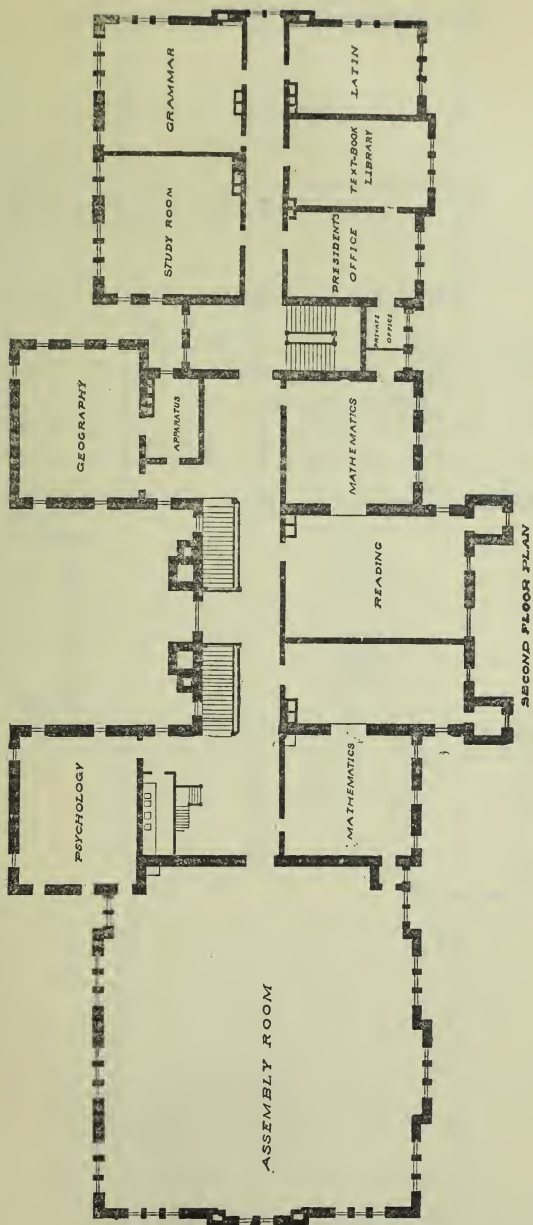
3. **Physical Culture.** Much attention is given to this line of work. It is not meant to undervalue the recess, but to supervise it and supplement it by systematic training suited to the age and development of each child.

Since first impressions are very lasting, generally the most lasting, and it is very difficult to undo the results of wrong beginnings, the school has a most important problem and duty in starting children aright in each line of school work. This most difficult problem receives special attention.

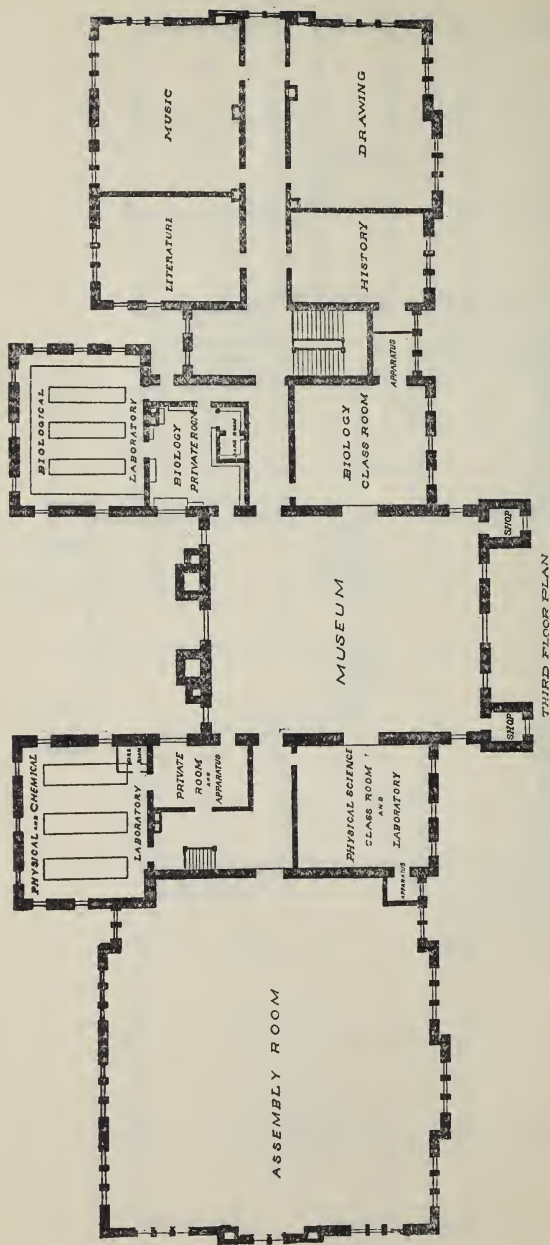
While the management of the school does not question the value of the mastery by the children of the ordinary school processes and subject matter, we believe that these should find a place in relation to the larger ideals of the school. Among these ideals we give prominent place to the following: The school should lead and develop the children's activity and train them in accurate thinking, and in accomplishing this the instincts and interests of the children should be utilized and there should be afforded them suitable opportunities for the exercise of ingenuity, invention and expression; individuality, power of initiative and co-operation should have a place; health and self-control should be part of the general result of the school course; suitable to each child's stage of growth and development should be given an acquaintance with art, literature, science, mathematics, and history and an abiding interest in them, together with high ideals for moral, religious and intellectual growth.



STATE NORMAL SCHOOL AT MANKATO—FIRST FLOOR



STATE NORMAL SCHOOL AT MANKATO--SECOND FLOOR.



THIRD FLOOR PLAN

STATE NORMAL SCHOOL AT MANKATO—THIRD FLOOR.

GENERAL INFORMATION

THE LIBRARY.

One of the most attractive and helpful features of the institution is the growing library, which occupies two large rooms on the third floor. The number of volumes, including public documents, is something over 10,000. These have been chosen with special regard to the needs of the school, so that the number alone does not adequately represent the real efficiency of the library.

Students have free access to the shelves. The topical method of study which is generally used in the several departments of instruction, requires a large amount of reference work. In this way, students are trained under the supervision and with the assistance of an experienced librarian to know and use books. The librarian will meet all new students as often as may seem necessary, to give them a working knowledge of the library as early in the year as possible.

Some instruction is also given by lectures on library methods and juvenile literature. In addition to this a system of library apprenticeship affords an opportunity to a limited number to secure individual instruction with an hour of practical library work daily.

A good selection of current periodical literature, both professional and general, is provided. An excellent opportunity is thus afforded the students to inform themselves upon current affairs and gain the wide general knowledge that is necessary for the successful teacher.

SOCIETIES.

There are two literary societies, the Searing Society and the Phillips Society. These societies meet four times each term and present programmes of value from a literary standpoint. They serve to awaken and keep alive a keen interest in expression, oratory, debate and dramatic work, and to develop the power of the student in these directions.

There is also a Debating Society for the young men of the school, meeting every two weeks, which is very helpful in developing the students' power to think and to speak clearly and logically, as well as in the training it gives in parliamentary rules.

All of these societies offer the student an opportunity to prepare for work in the Dramatic Club of the school, a justly popular organization, which meets every other week. The club studies and presents each

term one of Shakespeare's plays or a play from some other great dramatist and gives at least one play every year to the public. Membership in this club is considered an honor, and is a mark of good work and ability in the rhetorical work of the school.

RELIGIOUS INFLUENCE.

Students are required to be present at the opening devotional exercises of each morning, unless excused, and are expected to attend on Sunday the church of their choice. The various churches of the city are especially cordial in welcoming them to their services and Sunday schools. Besides this, branch organizations of the Young Men's and Young Women's Christian Associations exist in the school. While no sectarian influence is found or allowed, the spirit and drift of the school are distinctly toward the Christian ideals of faith and conduct.

DISCIPLINE.

The discipline of the school is such as befits an institution for the training of teachers. While it is thorough, it is based upon but few rules, and those only which must commend themselves to the judgment of all good students. Self-control, as the essential preparation for controlling others, and orderly, quiet, studious habits for individual and common benefit are asked from all. Those who are indisposed to respect its regulations are not desired in the school. The pupil whose conduct is a source of persistent annoyance and disorder will be promptly dismissed.

EXPENSES.

Tuition is free to all students admitted into any of the classes of the Normal Department (except the Kindergarten training classes) provided they sign a pledge to teach two years in the public schools of the state, and to report semi-annually to the president until the pledge is fulfilled. Persons not willing so to pledge themselves may be received into the above classes on the payment of a tuition fee of \$10 per term in advance, one-half payable at the beginning and the other at the middle of the term. The tuition fee in the Kindergarten training class is \$10 per term.

The average price of board, including furnished room, light, and fuel, is from \$3.25 to \$3.50 per week. Those desiring to board themselves can obtain rooms at very reasonable rates. This mode of economizing, however, cannot be recommended, as experience has generally shown it to be conducive neither to health nor to scholarship.

New students on arriving in the city should come directly to the office of the president, where they will be furnished with a list of the boarding houses and rooms from which they can make selection. Such lists cannot be sent upon application by letter, as it is desirable that the students make their own choice after personal inspection.

The price of unfurnished rooms is from \$2.50 to \$4 per month, according to size, location, conveniences, etc. Furnished rooms cost from \$5 to \$8 per month, according to location and excellence. Two students usually occupy a room.

In accordance with a resolution adopted by the State Normal Board, all necessary text books can be rented from the school. The fee is \$1 per term, which also insures the privilege of the reference and miscellaneous library. Books from the latter are loaned to pupils for two weeks. Students are advised to bring for purposes of reference such text books as they may have. Those who prefer to purchase the text books can obtain them at the school at wholesale prices.

In the Elementary School the tuition is 25 cents per week in the fifth and sixth grades, and 30 cents in the seventh and eighth grades and in the review class. In each grade all needed text books are furnished, for which there is a rental fee of 25 cents per term in the fifth and sixth grades, and 35 cents per term in the seventh and eighth grades, and in the review class. Books are free in all other grades.

THE MANKATONIAN.

The *Mankatonian* is an illustrated monthly magazine, edited and published by the students of the Normal School. It reflects the life of the school and is well sustained.

CLASS MEMORIALS.

For some years it has been the pleasant custom of the graduating classes to present to the school at their departure memorials which might remain to testify of their regard for their Alma Mater. The

earliest classes planted memorial trees, but when space in the grounds was filled works of art were selected as shown by the following list:

Class of 1899—An urn, carved from Mankato limestone, for the school lawn.

Class of 1890—A large etching for the library.

Class of 1891—A library clock.

Class of 1892—A silk flag, draped over the stage in the assembly room.

Class of 1893—A statue of Minerva, of heroic size.

Class of 1895—Statue of Hebe and of Winged Victory.

Class of 1896—A statue of Apollo Belvedere.

Class of 1897—A statue of Venus and Milo.

Class of 1898—A statue of Diana and the Stag.

Class of 1899—Joined with the faculty and alumni in presenting to the school a bronze portrait bust of the late President Searing.

Class of 1900—A fine copy of Sewell's mural painting, "The Canterbury Pilgrims."

Classes of 1901, 1902, and 1903—Beautiful stained glass windows for the assembly room.

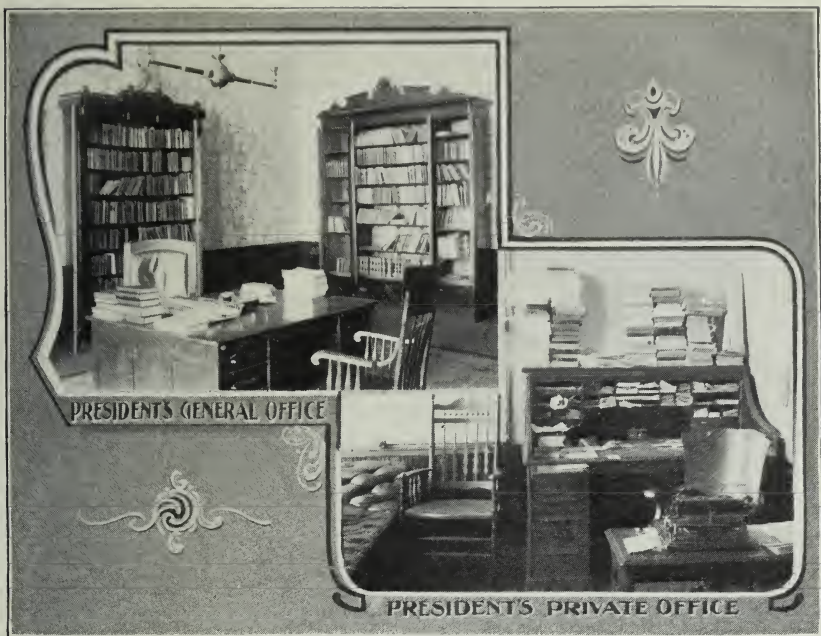
NORMAL SCHOOL DIPLOMAS AS STATE CERTIFICATES.

The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the state under the following provisions, viz:

(1) A diploma of one of the State Normal Schools is made a temporary state certificate of the first grade for the two years of actual teaching service required by the normal student's pledge.

(2) After two years of service the diploma may be countersigned by the President of the school from which it was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the elementary diploma a state certificate for five years, and the advanced diploma a state certificate for life.

By a recent act the State Superintendent of Public Instruction is authorized to accept standings from the State Normal Schools in subjects prescribed for teachers' certificates under such conditions as he may establish.



GIRLS' GLEE CLUB.

LIBRARY
OF THE
UNIVERSITY OF MARYLAND

CONDITIONS OF ENDORSEMENT.

(1) While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

(2) After the completion of two years of service, application for endorsement may be made to the respective Normal Schools with a fee of one dollar. The applicant should see that complete reports of service have been made in accordance with the student-teacher's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank forms of testimonials may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the normal school presidents that they will endorse no diploma until each case has been approved by all the presidents acting as a Board of Review.

TO SUPERINTENDENTS AND OTHER SCHOOL OFFICERS.

These officers are expected to feel a special interest in the State Normal School. They can materially aid the cause of public education by sending thereto, through suggestion, encouragement or information, such young people as they believe particularly qualified by nature for the work of teaching. Only those who have sound health and good mental endowment should be directed to the school.

In turn, the school is fully aware of its duty to school officers, and will endeavor to perform it to the best of its ability. The president will cheerfully aid, as far as practicable, superintendents and other officers in securing good teachers. Great care will be taken in recommending a teacher for a given position, provided full particulars of requirements are given. General letters of recommendation are no longer granted to graduates. Personal letters to school officers, detailing the merits and demerits (if any) of an applicant, will be sent on application.

CORRESPONDENCE.

All letters of inquiry and requests for catalogues should be addressed to

CHARLES H. COOPER, President,
Mankato, Minn.

STUDENTS—THE NORMAL SCHOOL

GRADUATE COURSES.

SENIOR GRADUATE CLASS.

Nellie Grace Bryan.....	Rochester.
Emma A. Firestone.....	Mankato.
Myrtle Orilla Kanne.....	Waterville.
Blenda Nelson.....	Winthrop.
Frank Edwin Older.....	Luverne.
Amy Page	Mankato.
Edith Mae Sheldon.....	Mankato.
Florence Adell Shunk.....	Traverse City, Mich.

JUNIOR GRADUATE CLASS.

Olive Anderson.....	Owatonna.
Alice Louise Berner.....	Waterville.
Agnes Sarah Bryan.....	Rochester.
Eugenia Campbell Colter.....	Minneapolis.
Katharine Goold Davis.....	Mankato.
Gertrude Griswold Greeley.....	Mapleton.
Louis Leonard Landberg.....	Marine Mills.
Kathleen Elizabeth St. John.....	Heron Lake.
Marie Magdalene Siebert.....	Wells.
Helen Elizabeth Wood.....	Milbank, S. D.

SENIOR KINDERGARTEN TRAINING CLASS.

Sadie Barney.....	Mankato.
Katherine Clifford.....	Cannon Falls.
Flora May Crawford.....	Faribault.
Lillian Elmore	La Crosse, Wis.
Barbara Mansfield.....	Mankato.
Ursula Pringle.....	St. Paul.
Myra Hillman Scofield.....	Cannon Falls.
Alice Cary Smith.....	Heron Lake.
Jean Peavey Stephens.....	Minneapolis.

JUNIOR KINDERGARTEN TRAINING CLASS.

Ethel Grace Davidson.....	Mapleton.
Minnie Bell Follett.....	Sherburn.
Lillian Pearl Kiesling.....	Winthrop.
Olga Otila Koerner.....	St. Paul.
Mary Louise Man.....	Mankato.
Gertrude Louise Oleson.....	Mankato.
Jean McGibbon Smith.....	Heron Lake.
Mary Alice Wilson.....	Owatonna.

ELEMENTARY GRADUATE CLASS.

Louise Arthur	Browning, Mont.
Bonnie Augusta Beadle.....	Cresco, Ia.
Nellie Maud Beatty.....	Gaylord.
Lorena Mae Baker.....	Montevideo.
Edyth Ethel Billings.....	St. Paul.
Mary Lucy Boyce.....	Farmington.
Grace Helen Brown.....	Jackson.
Julia Katherine Burns.....	Mapleton.
Winifred Edna Burns.....	Mapleton.
Estelle Adelle Crosby.....	Madelia.
Blanche Vivian Crosby.....	Madelia.
Lina Mathilda Dahl.....	Faribault.
Laura Isabel Davidson.....	Owatonna.
Dolly Margaret Dean.....	Blue Earth.
Ada Drake.....	Northfield.
Calista Frances Duffy.....	Austin.
Vera Edwards.....	Tracy.
Margaret Amelia Enright.....	Rose Creek.
Gertrude Hermina Erickson.....	Canby.
Georgia Violet Evans.....	Mankato.
Jessie Arloine Everett.....	Mapleton.
Grace Findley.....	Brownstown, Ind.
Sarah Ellen Fiske.....	Pipestone.
August Leroy Flygare.....	Winthrop.
Hazel May Funk.....	Pipestone.
Gertrude Melissa Grant.....	Kasota.
Olivia Alice Grant	Faribault.
Anna Belle Green.....	Sleepy Eye.
Alice Dorothy Grendall.....	Faribault.
Cicely Oekeline Haan.....	Raymond.
Stella Evangeline Hanson.....	Mankato.

Isadora Hauer	Mankato.
Anna Elizabeth Hedtke	Henderson.
Louisa Heinen	New Ulm.
Ethel Floy Herrick	Flandreau, S. D.
Ella Louise Hibbard	Northfield.
Clara Warren Hoppin	Northfield.
Fannie Florence Houk	Good Thunder.
Matilda Dorothea Hummel	Dundas.
Eleanor Ingebretson	Hutchinson.
Agnes Caroline Johnson	Heron Lake.
Eleanor Johnson	Mankato.
Martha Johnston	Watertown, S. D.
Elizabeth Angeline Jones	Lake Crystal.
Emma Ursula Keeley	Waseca.
Bridget Muriel Kneefe	St. Peter.
Edna May Kramer	Kenyon.
Cora Idell Lamp	Mapleton.
Mary Alden Leonard	Rochester.
David James Lewis	Lake Crystal.
Nellie Victoria Lilyquist	Wintrop.
Margaret Lindahl	Winnebago.
Belle Blanche Longnecker	Albert Lea.
Julia Caroline Malmsten	Minneapolis.
Mae Mathieu	Faribault.
Margaret Naomi McCabe	St. Peter.
Elizabeth Meaney	Northfield.
Margaret Helene Mitchell	Tracy.
Vivian Mottweiler	Mankato.
Augusta Victoria Nelson	Kasota.
Eleanor Blanche Nott	Howard Lake.
Luella Noyes	Le Sueur.
Emily Elizabeth O'Connell	Faribault.
Lilla Grace Odjard	Mankato.
Esther Murdock Powell	Kasota.
Frances Quane	Mankato.
Ethel Mavieline Randall	Northfield.
Anna Roche	Madison, Ia.
Elizabeth Mary Roell	Faribault.
Hattie Stella Rowland	Tracy.
Katherine Anne Russell	New Ulm.
Ethel Frances Sanborn	Tracy.
Mollie Edith Shiels	West Concord.
Lillian Susannah Simmer	Henderson.
Emily Harriet Soutar	Luverne.

Maude Amelia Starkey.....	Mapleton.
Eleonore Stempel.....	St. Peter.
Sigrid Swanson.....	Marshall.
Alma Elizabeth Swenson.....	Maynard.
Mary Swenson.....	Canby.
Florence Ellenor Thorson.....	Glenwood.
Winnifred Ramona Timlin.....	Janesville.
Lydia Tuberg.....	Heron Lake.
Jennie Helen Turner.....	Le Roy.
Caroline Lee Van Nice.....	Flandreau, S. D.
Ruby Lillian Van Ornum.....	Mantorville.
Leora Belle Watkins.....	Marshall.
Helen Weed.....	Mankato.
Mae Louise Wilbur.....	Vernon Center.
Pearl Woodruff.....	Blue Earth.

ACADEMIC-PROFESSIONAL COURSES.

SENIOR CLASS.

Mary Edna Austin.....	Mankato.
John Connelly.....	Lakeville.
Alma Coughlan.....	Mankato.
Ida Frances Davison.....	Granada.
William Henry Detamore.....	Good Thunder.
Anna Marian Friesen.....	Mountain Lake.
Henry Walter Gilbertson.....	Jasper.
Katherine Alexandra Gilmore.....	Mankato.
Margaret Lucy Haigh.....	Mankato.
Samuel Fred Harms.....	Norwood.
Emma Gladys Hopkins.....	Mankato.
Nellie Pearl Jacobson.....	Mankato.
Charles Oscar Johnson.....	Judson.
Alida Minnie Laurisch.....	Minnesota Lake.
Arnold Lien.....	Delavan.
Lena Loven.....	Ellendale.
Julia Delphine O'Brien.....	Mankato.
Matthias Norberg Olson.....	Belview.
Jessie Maud Paff.....	Kasota.
Lorenda Dana Parker.....	Granada.
Martha Thorson.....	Ellendale.
Abbie Rowena Wendling.....	Eden Valley.

STATE NORMAL SCHOOL,

JUNIOR CLASS.

Jennie Davies.....	Lake Crystal.
Elizabeth Deuser.....	Mankato.
Anna Eggen	Brandt, S. D.
Beatrice Footner.....	Mankato.
Mary Elizabeth Jones.....	Mankato.
Lorrien Eugene McCormick.....	Cumberland, Wis.
Marie McKnight.....	Oyen.
Joseph John Mach.....	Montgomery.
Robert Daniel Morse.....	Mankato.
James Kris Parker.....	Garden City.
Joseph Edward Price.....	Lake Crystal.
Ole Swanjord	Balaton.

THIRD YEAR CLASS.

Gertrude Brazier.....	Mankato.
Harriet Daniels.....	Mankato.
Blanche Ella Door.....	Mankato.
Alma Louise Linder.....	Mankato.
Elizabeth Lloyd.....	Mankato.
Flora Clemintina Lueben.....	Appleton.
Mabel Butterfield Moore.....	Mankato.
Florence Parker.....	Garden City.
Susan Catherine Pine.....	Madison Lake.
Genevieve Soule.....	Mankato.
Minnie Adele Ward.....	Carver.
Clara Mae Walthers.....	Mankato.

SECOND YEAR CLASS.

Cora Helen Brown.....	Mankato.
Fred Anthony Buechel.....	Ellsworth.
Ella Belle Coe.....	Mankato.
Margaret Cooper.....	Mankato.
John Redden Everett.....	Cleveland.
Arthur Harvey Fletcher.....	Mankato.
Cora Skillings Linder.....	Mankato.
Margaret Lloyd.....	Mankato.
Helen Inez Loree.....	Mankato.
Ellen Lillian Nitzkowske.....	Mankato.
Eureka Elizabeth Nitzkowske.....	Mankato.
Helmina Nickolena Olson.....	Mankato.
Clara Magdalena Renner.....	Comfrey.

Edith Winnifred Richards.....	Mankato.
Ida Schier.....	Mankato.
Minnie Wilma Schmokel.....	Prior Lake.
Robert Ellsworth Scott.....	Mankato.
Margaret Sorrell.....	Mankato.
Mary Appolonia Thayer.....	Mankato.
Emma Elva Vogel.....	Mankato.
May Eliza Ward.....	Carver.
Mabel Clara Wildes.....	Mankato.

FIRST YEAR CLASS.

Lillian Abels.....	Mankato.
Ava Malinda Antoine.....	Lake Crystal.
Helen Eva Austin.....	Mankato.
Coral Barnard.....	Mankato.
Katherine Chambers.....	Mankato.
Florence Gertrude Clare.....	Mankato.
Clara Augusta Clausen.....	Kenyon.
Hazel Conkling.....	Mankato.
Agnes Crane.....	Mankato.
John Francis Crean.....	Amboy.
Joseph Earl Cummings.....	Mankato.
Sophia Dalager.....	St. James.
Catherine G. Daley.....	Madison, Wis.
Jessie Rose Daniels.....	Mankato.
Constance Emily Davis.....	Mankato.
Elizabeth Kellogg Dodds.....	Mankato.
Lois Goodrich.....	Mankato.
Ellen Gustafson.....	Mankato.
Bruno Carl Haak.....	Mankato.
Morris Hancock.....	Mankato.
Mabel Marie Harlin.....	Mankato.
Eva Belle Harriman.....	Mankato.
Frank Warren Hill.....	Jeffers.
Troy Edward Himmelman.....	Mankato.
Jennie Fay Holben.....	Welcome.
Charles William Holden.....	Pennington, S. D.
Eleanor Rose Johnson.....	Mankato.
Jile John Johnson.....	Mankato.
John Fred Just.....	Mankato.
Clara Regene Kjestad.....	Linden.
Teresa Ioneso McCaffrey.....	Red Lake Falls.
Jay Mickelson.....	Mankato.
Lottie Moon.....	Mankato.

Eva Mae Nichols.....	Mankato.
Alberta Noe.....	Mankato.
John O'Brien.....	Mankato.
Lulu Marion Porter.....	Mankato.
Josephine Riley.....	Mankato.
Elvira Emilie Roust.....	Mankato.
Jennie Sarah Ryan.....	Mankato.
Adolph Louis Sauerhering.....	Wausau, Wis.
Walter Irving Scott.....	Mankato.
Christiana Staede.....	Mankato.
Marion Almira Tanner.....	Eagle Lake.
John Richard Guard Temple.....	Mankato.
Oren Louis Thayer.....	Mankato.
Rose Josephine Thayer.....	Mankato.
Aloysius John Thomas.....	Mankato.
Leila Jewel Tuthill.....	Welcome.
Mayme Vance.....	Mankato.
Margaret Constance Wolfe.....	Mankato.
Lois Elizabeth Yeaple.....	Mankato.
Jennie Helen Youngsma.....	Sandstone.

ELEMENTARY COURSE.

THIRD YEAR CLASS.

Sadie Viola Ash.....	Mankato.
Anna Maxfield Beatty.....	Mankato.
Maud Elizabeth Conrad.....	Chicago.
Teresa Couture.....	Litchfield.
Mary Agnes Doran.....	Kilkenny.
Sarah Alice Dunn.....	Mankato.
Blanche Dyer.....	Bingham Lake.
Adaline Farisy.....	Franklin.
Edith Lorene Fiero.....	Mankato.
James Joseph Giblin.....	Mankato.
Mayme Esther Joach.....	New Prague.
Aura Catherine Kingsley.....	Bricelyn.
Helen Bertha Leonard.....	Belview.
Nellie Gertrude Lorden.....	Elkton, S. D.
Katharine McCarthy.....	Good Thunder.
Jessie May McKellar.....	Brewster.
Lelia Lloyd Moses.....	Mankato.
Ida Mathilda Nelson.....	Ellsworth.

Anna Caroline Peterson.....	Frost.
Florence Hilda Peterson.....	Mankato.
Lelañ Bird Prescott.....	Chicago.
Zena Rasmussen.....	Linden.
Grace Edna Richardson.....	Comfrey.
Esther Marie Rud.....	Mankato.
Mary Frances Seeley.....	Westbrook.
Gertrude Skeffington.....	Northfield.
Susie Marian Stone.....	Alden.
Mabel Edith Swenson.....	Mankato.
Pearl Grace Taylor.....	Le Sueur.
Edna Leona Waterman.....	Kasota.
Lilly Weir.....	Mankato.

SECOND YEAR CLASS.

Bernice Evelyn Addison.....	Marshall.
Alice Malinda Anderson.....	Butterfield.
Bertha Bachman.....	Faribault.
Bernice Ada Bassett.....	Rushmore.
Ida May Belknap.....	Mankato.
Millie Brazier.....	Mankato.
Julia Ella Brekke.....	Frost.
Katherine Leona Callaghan.....	Sundown.
Minnie Rosina Carlson.....	Lake Crystal.
Esther Pearl Clark.....	Austin.
Bessie Ellen Cummings.....	Fairfax.
Loretta Daley.....	Madison Lake.
Maud Blanche Denison.....	Granite Falls.
Zillah May Dilley.....	St. Peter.
Edith Louise Dow.....	Janesville.
Janet Fowlds.....	Arco.
Mabel Freundl.....	Mankato.
Sigrid Hansen.....	Russell.
Alma Louise Hecker.....	Mankato.
Anna Mary Henster.....	Chandler.
Clara Henjum.....	Frost.
Cora Amanda Johnson.....	Mankato.
Edla Caroline Johnson.....	Tyler.
Gertrude Elizabeth Johnson.....	Hector.
Mary Ethel Jones.....	Le Sueur.
Nellie Christina Karstad.....	New Ulm.
Otilia Justina Lamm.....	Mankato.
Amelia Frederica Leonard.....	Belview.
Leornora May Lieberg.....	Mankato.

Doris Little.....	Mankato.
Laura Anna Mallin.....	St. Clair.
Genevieve Mullen.....	Green Isle.
Lottie Phelps	Mankato.
Myrneta Catherine Raffensperger.....	Keister.
Daisy Ethel Reynolds.....	Eagle Lake.
Dora Ryan.....	Mankato.
Ottilia Schmidt.....	Westbrook.
Enid Searing.....	Mankato.
Orpha Dell Sexton.....	Elmore.
Loren Andrew Swenson.....	Mankato.
Mabel Edith Swenson.....	Mankato.
Olive Anna Thayer.....	Mankato.
Nannie Thomson.....	Lake Wilson.
Bessie Rachel Watson.....	Welcome.
Anna Lorena Weller.....	Mankato.
Dora Williams	Mankato.
Ida May Willson.....	Garden City.
Myra Belle Willson.....	Garden City.
Alice Edna Wright.....	St. Peter.
Rachel Blanche Wyman.....	Vernon Center.

FIRST YEAR CLASS.

Eva Marie Alworth.....	Mankato.
Marie Amdahl.....	Janesville.
Ida Herietta Amundson.....	Frost.
Sarah Anderson.....	Bricelyn.
Elsie Atcherson.....	Mapleton.
Sophie Elizabeth Aue.....	Chaska.
Mary Ellen Baldwin.....	Pipestone.
Frances Emma Barager.....	Maynard.
Agnes Elizabeth Baynes.....	Madison Lake.
Margaret Veronica Bower.....	Waseca.
Nellie May Boyd.....	Delavan.
Blandina Sybella Brener.....	Owatonna.
Grace Julia Brogen.....	Bagley.
Laura Pearl Buckles.....	Blue Earth.
Jennie Ellen Bushard.....	West Newton.
Jennie Byington.....	Vesta.
Mary Margaret Byrne.....	Kilkenny.
Letitia Byrne.....	Kilkenny.
Mary Casey.....	Franklin.
Lydia Minnie Clausius.....	Mankato.
Katie Clark.....	Belle Plaine.

Nina May Crowell.....	Mankato.
Edna May Davis.....	Cleveland.
Elsie L. Dimmick.....	Vernon Center.
Floy Dimmick.....	Vernon Center.
Grace May Doór.....	Mankato.
Anna Dunphy.....	Preston.
Georgine Erlandson.....	Maynard.
Mary Ellen Evans.....	Lake Crystal.
Ella Cecilia Farrell.....	Franklin.
Margaret Angelica Farrell.....	Franklin.
Mary Elizabeth Farrell.....	Franklin.
Edna Ruth Foster.....	Huntley.
Mary Fowlds.....	Arco.
Mary Lumena Gartland.....	Simpson.
Clara Lillian Gilbertson.....	Grand Meadow.
Amy Henrietta Gilkey.....	Prior Lake.
Addie Gilmore.....	Mankato.
Dora Emma Goldenstar.....	Garden City.
Sophie Grams.....	Westbrook.
Nellie Glendorris Griffin.....	Trosky.
Anna Malende Haney.....	St. Peter.
Amelia Hansen.....	Blue Earth.
Orlie Hayes.....	Mankato.
Margaret Hennessy.....	Woodstock.
William Henning.....	Mankato.
Lena Beatrice Herrick.....	Canby.
Adolph Holman.....	Mankato.
Ina Hubbs.....	Dawson.
Mary T. Johnson.....	Balaton.
Lena Karina Johnson.....	Hartland.
Addie Mary Jones.....	Butternut.
Margaret May Jordan.....	Mankato.
Matie Agnes Kelly.....	Wells.
Ethel Maie Kinsey.....	Ottawa.
Anna Georgia Knutson.....	Mankato.
Olena Amelia Knutson.....	Belview.
Edith Luella Lamphere.....	Arco.
Marie Lohr.....	Estelline, S. D.
Bessie Frances Lorden.....	Elkton, S. D.
Anastasia McCarthy.....	Mankato.
Jane McCoy.....	Louriston.
Edith Blanche McDuffee.....	Good Thunder.
Viola Esther McKennett.....	Maple Glen.
Edna Belle McKenzie.....	Ottawa.

Blanche Mahoney.....	Pipestone.
Claribel Matteson.....	Eagle Lake.
Myrtle Matteson.....	Eagle Lake.
Louise Edna Mendenhall.....	Mankato.
Laura Ella Merickel.....	Mapleton.
Luella Merickel.....	Mapleton.
Nellie Mitchell.....	Madison, S. D.
Hilda Amanda Moen.....	Alden.
Olga Mykleby.....	Mankato.
Mabel Nelson.....	Albert Lea.
Grace Nichols.....	Mankato.
Gertrude Noble.....	Reville, S. D.
Rose Catherine O'Brien.....	Mankato.
William Patrick O'Brien.....	Mankato.
Irma A. Olding.....	New Ulm.
Matilda Edith Ouverson.....	Canby.
Mabel Paff.....	Mankato.
Ruth Palmer	Winnebago City.
Louis Penning	Morgan.
Clara Julianna Peterson.....	Frost.
Hattie Peterson.....	Maynard.
Caroline Rasmusen.....	Linden.
Ada Frances Russell.....	Mankato.
Nellie Russell.....	Mankato.
Bertha Amelia Ruen.....	Ruthton.
Nellie Louise Schoner.....	Rapidan.
Ida Schwickert.....	Mankato.
Alice Sheehan.....	Madison Lake.
Cecilia Cleophis Sheran.....	Waseca.
Bergitta Sherdahl.....	Granite Falls.
Roy Warwick Steel.....	Eagle Lake.
Eda Lovina Steel.....	Eagle Lake.
Eunice Taber.....	Madison Lake.
Lauretta Terry.....	Good Thunder.
Lillie May Thomas.....	Beech.
Mildred A. Thomas.....	Courtland.
Katharine Trampert.....	Mankato.
Grace True	Truman.
Hattie Truedson.....	Balaton.
Mabel Alice Vallance.....	Lake Wilson.
Nellie Martha Vaughan.....	Madison Lake.
Mabel Nora Viken.....	Hanley Falls.
Flora Weir.....	Mankato.
Ethel Belle Weller.....	Mankato.

Jennie Wingen.....	Mankato.
Bernice Olive Wood.....	Mankato.
Mattie Josephine Youngman.....	Maple Hill, Iowa.

SPECIAL STUDENTS.

Benjamin F. Ackerum.....	Preston.
Mildred Barnes.....	Redwood Falls.
Jacob Becker.....	Butterfield.
Ida Barton Bixby.....	Garden City.
Ella Alma Burg.....	St. Peter.
Millie Cole.....	Mankato.
Lucy Ann Crean.....	Amboy.
Sarah Davis.....	New Ulm.
George D. Ericson.....	New Ulm.
Emma Caroline Frohrip.....	Fairfax.
Mary Susannah Hartley.....	Granada.
Carrie P. Jackson.....	Marshall.
Clara Eugenia Lamp.....	Mapleton.
Eva Lohr.....	Estelline, S. D.
Rose Anna Mallon.....	Mankato.
Ella Euella McCormick.....	Cumberland, Wis.
Katherine Melvin.....	Plainview.
Julia M. Norton.....	St. Clair.
Laura O'Connor.....	St. Clair.
Clara Belle Park.....	Bowbells, N. D.
Emma Porter.....	Nashua, Iowa.
Mary Elizabeth Stewart.....	Delhi.
Anna Bergitta Ursin.....	Chicago, Ill.

THE ELEMENTARY SCHOOL

GRAMMAR DEPARTMENT.

REVIEW CLASS.

Sophie Aue.	Clara Gilbertson.	Luella Merickel.
Mary Ellen Baldwin.	Julia Hennessy.	Clarice Murphy.
Kenneth Bergstrom.	Margaret Hennessy.	Gertrude Noble.
Clara Bodvig.	Blanche Hill.	Irma Olding.
Letitia Byrne.	Mary Johnson.	Caroline Rasmusen.
Mary Byrne.	Mary Kortnem.	Ethel Weller.
Rose Caroon.	Blanche Mahoney.	Jennie Youngsma.
Margaret Desmond.	Laura Merickel.	Henry Zeñm.

A EIGHTH GRADE.

Marjorie Bohan.	Morris Hancock.	Alberta Noe.
Carl Bosin.	Mabel Harlin.	Lulu Porter.
Ragna Brude.	Herbart Hodson.	Jennie Ryan.
Agnes Crane.	Charles Holden.	Nellie Schoner.
Delia Danielson.	Edith Hoffman.	Clarence Schweigard.
Jessie Daniels.	Cora Johnson.	Henry Spicer.
Constance Davis.	Etta King.	Josephine Thayer.
Lester Door.	Clara Kjestad.	Allie Thomas.
James Farisy.	Will Kroeger.	Grace Weaver.
Cordelia Ficks.	Otto Kunkel.	Pearl Williams.
Celestia Forster.	Lottie Maiers.	Margaret Wolfe.
Florence Forster.	Gertrude McGivney.	Lois Yeaple.
Viva Geddes.	Lottie Moon.	Will Young.
Addie Gilmore.	Eva Nichols.	

B EIGHTH GRADE.

Eunice Ash.	Frank Fahey.	Eva Ore.
Roy Ash.	James Fanning.	Sam Rourke.
Florence Baynes.	Florence Hurd.	Mabel Rud.
Anna Brude.	Flora Lehman.	Mabel Walker.
Gilbert Daley.	Anton Lindsoe.	Mabel Walker.
Aleck Ekle.	Kaia Lindsoe.	

SEVENTH GRADE.

Paul Autrey.	Albert Hibbard.	Oscar Samuelson.
Leon Barnard.	Leona Holberg.	Joseph Schell.
Agnes Beckel.	Junietta Howard.	Alvin Schlegel.
Ethel Bennette.	Esther Jones.	Walter Schwarzenbach.
Hilda Carlson.	Mabel Kurth.	Philip Schweickhard.
Philip Comstock.	Jabez Lloyd.	Helen Searing.
Raymond Cowgill.	Bert May.	Nellie Sheehan.
Warren Cox.	Frank Milnor.	Robert Sieberg.
Lloyd Geddes.	Nordahl Peterson.	Cyril Spicer.
Sumner Grannis.	Elmer Porter.	Carrie Waters.
Arthur Gustavson.	Grace Reynolds.	Frank Wolf.
Bennett Henrickson.	Blanche Russell.	Carrie Vaughan.

INTERMEDIATE DEPARTMENT.

FOURTH GRADE.

Kathryn Brown.	Nellie Hoatling.	Albert Oehler.
Cornell Buffham.	Ruth Housgard.	Valta Peterson.
Harry Berg.	Ethel Hughes.	Ellis Schweickhard.
Ruth Cook.	Eunice Hughes.	Jane Thayer.
Robert Cooper.	Fanny Jones.	Charles Thomas.
Leo Cyphers.	Mary Lloyd.	Ira Turner.
Katherine Goertz.	Viola Matheson.	Louie Wakefield.
Ellen Hanson.	Kathleen Moore.	Mabel Webster.
Melvin Hanson.		

FIFTH GRADE.

Lucile Babcock.	Blodwen Evans.	Harold Spicer.
Lawrence Brewer.	Blanche Griffith.	Robert Staede.
Paulina Buchholz.	Meredith Griffith.	Ethel Thayer.
Donald Coughlan.	Elmer Kurth.	Bert Yarwood.
Edith Ellefson.	Otto Reedfield.	

SIXTH GRADE.

Ruth Austin.	Katherine Foster.	Hazel McKenzie.
Marie Babcock.	Maud Geddes.	Charles Owen.
Ruth Brown.	Bessie Gilmore.	Mildred Parmelee.
Anna Brude.	Panalpa Harris.	Clara Peterson.
Esther Carlson.	Tora Hendrickson.	Dean Schweickhard.
Mildred Clements.	Paul Hoerr.	Frank Thayer.
Olwen Evans.	Ella Keene.	Whitney Yeaple.
Arthur Farisy.	Margaret McHale.	

PRIMARY GRADES.

THIRD GRADE.

Esther Berg.	Helena Goertz.	Harold Schroeder.
Verna Babcock.	Hazel Kurth.	Donald Schroeder.
Fred Carlson.	Grace Lorentz.	Dayton Thayer.
Gertrude Clements.	Basil Peterson.	Hale Yeaple.
Pearl Gjestrum.		

A SECOND GRADE.

Gladys Babcock.	Alice Ellefson.	Daniel Lloyd.
Alex Becker.	Ellen Foley.	Clements Lorentz.
Fenner Buffham.	Genevieve Gjestrum.	Olga Larson.
Roy Charland.	Evelyn Gunsolus.	Clayton Moore.
Olgie Cyphers.	Charles Hancock.	Lee Schoner.
Margie Cyphers.	Kenneth Hoerr.	Johnnie Thew.
Mark Coughlan.	Russell Hauck.	Delia Wakefield.
Evelyn Doxey.	Russell Ingram.	Alfred Yarwood.

B SECOND GRADE.

Anna Dahlen.	Andrew Housgord.	Dorothy Parry.
Grace Gardner.	Clyde Hoerr.	Elmer Tupper.
Margaret Geddes.	Ione Kulp.	Elizabeth Webster.
Elizabeth Goertz.	John Mykelby.	

FIRST GRADE.

Joyce Brown.	Herbert Gjestrum.	James Moore, Jr.
Ada Charland.	Fred Heylein.	Lester Patterson.
Hale Clements.	Pearl Hammond.	Clifford Peterson.
Helen Carlson.	Alfred Larsen.	Vinson Simmons.
Myfanwy Evans.	Lloyd Matheson.	Wynn Warwick.
Lucille Fisher.	Herbert Moon.	

BEGINNERS.

Elmer Berg.	Charles Geddes.	Eva Wakefield.
Al. Cyphers.	Owen Griffith.	Vernon Warnick.
Vada Cyphers.	Richard Magin.	Alan Webster.
Dorris Folsom.	Dollard Russell.	Ray Yeaple.

KINDERGARTEN

George Anderson.	Alta Gunsolus.	Harriet Patterson.
Alice Andrews.	Edith Hart.	Irene Pay.
Helen Andrews.	Louise Hanna.	Kathryn Scherer.
Reed Andrews.	Mary Holtz.	Earl Scott.
Kathryn Brooks.	Estella Hornberg.	Hazel Scott.
John Buchholz.	Irene Hughes.	Marie Thomas.
Leland Case.	Gladys Jeans.	Jeanette True.
Marie Chard.	Paul Jones.	Mary True.
Kathryn Classic.	Eugene Krause.	Loretta Veigel.
Maynard Clough.	Agnes Kruse.	Ruth Walser.
Dorothy Comstock.	Hugo Lamm.	Roger Walsh.
Olive Conklin.	Norbert Lamm.	Harmon Warwick.
Beatrice Davies.	George Larson.	Philip Webster.
Alberta Eberhart.	Lillian Lindholm.	Amol Weir.
Herbert Eberhart.	Virginia Lindholm.	Dora Weir.
Herbert Eldred.	Mirilda Magin.	Lorraine Wiltgen.
Enid Evans.	Valdemar Munson.	Arthur Willard.
Louise Flittie.	Erma Newell.	Barbara Wittmers.
Ruth Folsom.	Muriel Oleson.	
Burnedetta Gormley.	Dwight Orr.	

SUMMARY

NORMAL SCHOOL.

Graduate Courses—	
Senior Graduate Class.....	8
Junior Graduate Class.....	10
Senior Kindergarten Training Class.....	9
Junior Kindergarten Training Class.....	8
Elementary Graduate Class.....	90
	125
Advanced Academic-Professional Courses—	
Senior Class.....	22
Junior Class.....	12
Third Year Class.....	12
Second Year Class.....	22
First Year Class.....	53
	121
Elementary Course—	
Third Year Class.....	31
Second Year Class.....	50
First Year Class.....	111
	192
Special Students	23
Total for the Normal Department.....	461
Additional students enrolled for normal work in the Summer School	262
Total number of Normal students.....	723

ELEMENTARY SCHOOL.

Grammar Grades.....	117
Intermediate Grades.....	62
Primary Grades.....	77
Kindergarten	58
Total for the Elementary School.....	314
Total in both departments.....	775
Counted twice	32
Whole number of students during the school year.....	743



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